

# Cesar Chavez

"Individual Action:  
Clothes for Kids Project"

Governor's Office on Service and Volunteerism



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The



developed this project in 2003 in recognition of Cesar Chavez Day of Service and Learning through a grant provided by the California Governor's Office on Service and Volunteerism (GOSERV). This document is to be used as a service learning resource guide to supplement the "Cesar Chavez -- Individual Action Clothes for Kids Project." Please feel free to use and reproduce this guide in the enhancement of non-commercial educational programs.

In partnership with



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# Introduction

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## Introduction

Cesar E. Chavez was one of the most significant and influential civil rights leaders of our time. Chavez devoted himself to social justice and improving the lives of the impoverished and oppressed. His name, like the name of Martin Luther King, Jr, speaks of character and commitment. This project is in honor of the life and work of Cesar E. Chavez.

The Cesar E. Chavez- “Clothes for Kids” project is a multi-faceted service learning experience that will provide your grades 3-5 students with a vehicle that embodies Cesar Chavez’ values, addresses homelessness issues, and facilitates gaining life skills all while tying directly into the California State Curriculum Standards. Whether used to celebrate Cesar Chavez Day with your class or simply as a part of regular class studies, this project will help enhance and support the Academic Curriculum.

Using service as a vehicle for learning, students will also gain a sense of civic responsibility and understand the importance of giving back to their communities.

## Project Summary

The project can be summarized in three parts: Pre-Service, Service, and Post-Service Activities. The Pre-Service Activities begin with the study of the life of Cesar E. Chavez and his values (courage, determination, individual responsibility, respect, and service to others). Through a discussion on how Cesar Chavez’s actions made a significant difference in the lives of others, students understand the concept of how their individual action can effect change and make a difference in their community. Focusing on the issue of homelessness, grades 3-5 students apply this concept by implementing the **Cesar Chavez – Individual Action Clothes for Kids Project** to accomplish the end goal of providing clothing for the homeless. Students learn how to write a formal letter, how to collaborate with other students, and how to perform respectful service to others. Students also gain life skills by learning how to effectively sort, wash, and fold laundry. The initial activity, performed in the classroom, is a letter writing campaign to collect “lost and found” clothes items from other area schools. Once the clothes are delivered to the classroom, students sort washable and unwashable items. Students then take the clothes to a nearby Laundromat for washing and return to the classroom to “fluff, fold and box” the clothes in preparation for delivery to the homeless (clothes are delivered to a Community Agency). Post-Service Activities focus again on classroom study, but also allow structured time for students to reflect on what they have learned and the service that they performed.

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# Methodologies

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## Methodologies

The Cesar Chavez project is based on an experiential teaching methodology called Service Learning which links volunteer service with the academic curriculum. This methodology allows students the opportunity to learn and develop through experience and active participation. Service Learning is characterized by the following elements:

- Academic Learning- The service performed enhances values, skills, and/or knowledge.
- Civic Responsibility- The service helps meet a need in the community, as defined by the community.
- Collaboration- Teachers and students work with community members or outside agencies in the planning, implementation, and evaluation of the project.
- Youth Voice- Students are given ample opportunity to express their thoughts and play an active role in the learning process and project planning.
- Reflection- Thoughtful reflection is incorporated into activities before (to prepare), during (to trouble-shoot), and after (to process) the project.
- Evaluation- Information is collected and analyzed on the effectiveness of the project.

Research has shown that Service Learning leads to greater mutual respect of teachers and students, as well as an improved overall school climate (Weiler 1999). It often improves students' self-confidence, sense of purpose, and personal values. It gives youth a chance to develop leadership skills and practice teamwork. It also presents an opportunity to utilize critical thinking and problem solving skills for the betterment of the community.

Delaine Easton, former State Superintendent of Public Instruction, established the goal that, "by the year 2004, 50 percent of California school districts should offer all students at least one service-learning opportunity at each grade span" (CDE 1996).

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Set-Up



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## Set-Up

### Gain Support For The Project

Whether you are a teacher or administrator, it is vital that you first gain the support of all parties involved in the project. This should not be a difficult task. Most educators are very enthusiastic about this project because they understand that students only retain 10 percent of what they read in the classroom and even less of what they hear; however, 75 percent of that same knowledge can be retained if they *practice by doing*. More often than not you will find advocates, not adversaries, for your service-learning projects. There are always those who are a little more reluctant than others to utilize the experiential approach to learning, but generally this hesitation is the result of one of two things.

First, teachers may feel overworked and under pressure to focus on State Standards. Initially, they feel that this project will somehow divert them from normal classroom activities and put them behind in their goals. However, this is not the case. **The Cesar Chavez – Individual Action Clothes for Kids Project** was intentionally designed to help teachers enhance the curriculum that they are already using in the classroom and to aid them in meeting State Standards.

The second cause for hesitation may have to do with logistical issues such as the amount of time it takes to set up the project, time spent away from school, risk and liability, lack of funding for transportation, etc. These concerns, which are addressed in the following sections, can be minimized with the use of this guide.

### Set A Service Date

After you have gained the support of all participants, choose two dates to perform “Clothes for Kids” activities. The first date centers on the learning activity of letter writing to other elementary schools asking them for donations of their “lost and found” clothing. The forty five minute exercise should focus on writing skills and communicating effectively through formal letter writing. The second service date is for the service activity of doing the laundry. Children sort items by separating washable from nonwashable items and then separating whites from darks. Students along with parents and teachers visit a local Laundromat within walking distance of the school for the cleaning. Clothes are washed, dried and taken back to the school where the students sort (blouses, shirts, pants, sweaters, gloves, caps, jackets), fold, and box clothes for the homeless. Student representatives select a date in the future to present and deliver the boxed clothing to a local community organization.

A list of national organizations that are involved in addressing homeless issues have been included in the Resource section of the guide. There also may be local organizations that serve your area which are not listed here. A good way to check and see if there is an organization serving your area is by contacting your local Volunteer Center and asking them about opportunities to meet the needs of the homeless. You can find your local Volunteer Center through the following web-page [www.volunteercentersca.org](http://www.volunteercentersca.org).

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## **Consider Liability**

Although risk factors are low, it's a good idea to plan ahead in case of an emergency. Responsibility for damage or injury must be addressed. Teachers must send home the standard school permission slip which describes important project information, requests emergency contacts, and the all important waiver of school liability. The children will be leaving the campus to walk to the Laundromat and also a select group of students may deliver the clothes to a local community organization.

## **Use of College Students/Parents (Optional)**

College students or parents may volunteer to pick up the clothes at various school sites and deliver to the classroom performing service. In addition, the groups can serve as mentors by teaming with the students in letter writing, laundry sorting and information gathering on issues centering on the homeless.

## **Conducting Post-Reflection**

Reflection is a very important component of this project. Students will need time before, during, and after the service experience to think about what they have learned and why this is important to their lives. This can be done through small group discussions, journal entries, artwork, etc. The post-reflection is especially critical for the students, because it serves to tie the various components of the project together for them. To enhance this aspect of the project, it is suggested that you bring in a guest speaker to address your class to the importance of what they have been studying. Guest speakers can range from individuals familiar with homeless issues, politicians on the value of letter writing and someone who either knew, worked or was associated with Cesar Chavez in some way. They can talk about his values and link the values to the "Clothes for Kids" project.

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# Implementation

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## Implementation

**Unit:** Cesar Chavez and the Value of Service. (Examine the issue of homelessness)

**Goals:** To examine Cesar Chavez's life and values to make a difference in the life of others (migrant farm workers). To analyze how students can make a difference in the life of others through a "Clothes for Kids" project to assist the homeless. To understand the value of service.

### Where does this curriculum fit into your classroom?

The Cesar Chavez project supports the following standards for grades 3-5.

#### Social Studies

3.42, 3.46, 3.53

#### Language Arts

**Reading:** 1.1, 2.0

2.4, 2.5

**Writing:** 1.0, 1.1(a),  
1.1(b)

1.2, 1.3, 1.4, 1.5, 1.6

1.8, 2.1, 2.3(a),

2.3(b)

2.4(a-d) letter writing

**Listening and**

**Speaking:**

1.1, 1.2, 1.6, 1.10,

2.1, 2.4

#### Mathematics

**Number Sense:** 1.0,

2.0, 3.0

**Statistics:** 1.0

**In addition, students learn social skills (working together, exploring, creating and communicating) and life skills (how to clean clothes at a laundromat).**

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## Teacher Timeline

### Two Weeks Before Service:

- ☐ Spend some class time learning about Cesar Chavez, his values, and how his actions helped migrant workers make a difference in the lives of others.
- ☐ Discuss issues revolving around the topic of the homeless. Concentrate on the idea of clothes making a difference in their lives.
- ☐ Have students write letters to different elementary schools asking for “lost and found” items.
- ☐ Arrange for college students and/or parents to pick up clothing from the schools and deliver to the classroom. Arrange for classroom visitations if they will assist in providing information on the homeless or teaming with students in letter writing.
- ☐ Send field trip permission slips home with your students. (go to Laundromat)
- ☐ Have students learning the life skills associated with sorting laundry.

### Day of Service:

- ☐ Have students sort clothing items collected. Children separate white from dark and washable and nonwashable items.
- ☐ Parents, teachers, college students and the elementary students visit the Laundromat. Clothes are washed, dried and taken back to the school.
- ☐ Collect field trip permission slips.
- ☐ Bring a camera to the Laundromat and in the classroom. (for sorting clothes)
- ☐ Have students sort, fold and box clothes for a community organization.
- ☐ Select a group of students to deliver the clothes to a community organization. (Example: Rescue Mission) Students may take pictures of the organization and perhaps connect directly with the homeless. (letter writing with service recipients)

### Week After Service:

- ☐ Reflect on the service activities.
- ☐ Continue the learning process. (discuss other ways to help the homeless and extend individual actions to other community needs)
- ☐ Celebrate all the things that you have learned. Pass out certificates to acknowledge the accomplishments of your students.
- ☐ Evaluate the project with your students and determine whether it worked for your classroom or not.

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# Service Learning Menu

## Pre-Service Activities

- Read a story about the life and work of Cesar Chavez.
- Define values such as respect, courage, determination, sacrifice, and sense of community.
- Create a timeline of significant events in the life of Cesar Chavez.
- Draw a map of the places where Chavez grew up and where he lived as an adult.
- Discuss some of the influences on Chavez's life that affected his work.
- Discuss what a value is.
- Using a dictionary, look up the definition to each of the 10 values associated with Chavez.
- List five favorite possessions (bike, Nintendo, etc.) and assign a monetary value to each. List five favorite non-material things (friends, pets, etc.) and assign some sort of value to each of these. List five favorite values (honesty, kindness, respect) and assign some sort of value to each of these. Rank all 15 of your favorites.
- Create your own definition for each of these values or share a time when you or someone else practiced one of these values.
- Read a story or watch a video about the life of a migrant worker.
- Compare the way you grew up (or a family member) to the way that Chavez grew up.
- Interview parents/grandparents on what they remember about Chavez.
- Create your own definition for each of these values or share a time when you or someone else practiced one of these values.
- Brainstorm a list of your needs, and how they are met. Then ask yourself, what if? If these needs were no longer met, what would I do? (good way to introduce a discussion on community needs and the topic of the homeless).
- Compare the life and work of Chavez to another historical figure. (focus on the concept of individual action to better a community)
- Brainstorm issues around homelessness.
- Discuss ways in which you and others might make a difference in your home, school, and community.
- Read a story about a homeless person.
- Brainstorm ways to assist individuals that are homeless.
- Define vocabulary words such as poverty, shelters, welfare, and disadvantaged.
- Write drafts of a letter asking for "lost and found" clothing items to assist the homeless.



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## Service Learning Menu

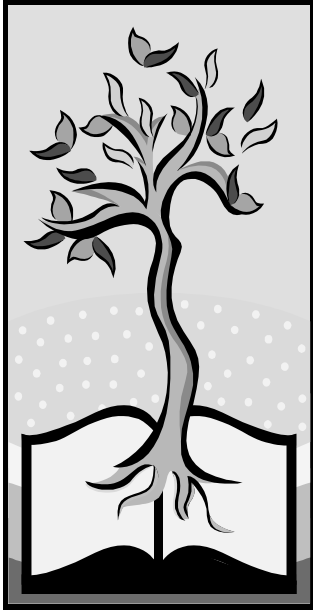
### Pre-Service Activities (cont'd):

- Research the cost of clothing in department stores.
- Take an inventory of your own clothing. Do you wear everything you own? Could you donate an item to the homeless?
- Practice at home sorting your own laundry for the wash. Fold your clothes after it is washed.
- Create a “needs and wish” list for yourself. Would this list differ from an individual that is homeless?
- Draw pictures on homeless issues.
- Prepare “energy packages,” which can include bags of hot soup, hot chocolate, cheese crackers/peanut butter crackers, energy candy bars or raisins, for the homeless.
- Collect cans of food and packages of dried goods (rice, beans, pasta) for a community organization.
- Prepare holiday baskets for children of the homeless. (candy, games, educational material).

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## Service Learning Menu

### Post-Service Activities:



- Write a step by step procedure of how to wash your favorite item of clothing.
- Research the cost of clothing in the stores.
- Ask a representative from a homeless shelter to visit your school.
- Write newsletters on other social issues.
- Conduct a food drive on a monthly basis.
- Create a class archive or scrapbook about what you have learned about Cesar Chavez. Each student must contribute something. Be sure to include pictures from your “Clothes for Kids” experience and relate how Cesar Chavez’s values were evident in the project.
- Assist and serve meals at a shelter.
- Create posters for a food drive.
- Correspond with children or families that receive the clothing. Ask them if they wear the clothes that you provided.
- Create a short story/fable with a moral at the end which emphasized the importance of having food and shelter.
- Keep a journal of various needs you see in the community. (dangerous street crossing, dirty playgrounds, stray animals, etc.) You can keep an “Opportunity List” of all of these needs up on a class wall; perhaps you’ll find yourself doing something about it.
- Look in the newspaper for current events that address your community’s need.
- Conduct a community needs assessment.
- Declare every Thursday “Random Acts of Kindness Day.”
- Start an ongoing service project at your school such as a recycling program or a community garden.
- Start a calendar of events for your classroom that includes National Hunger and Homeless Awareness Week, Child Abuse Prevention Week, Red Ribbon Week, Earth Day, etc. mark down any community service project that are tied to these events.
- Research statistics on poverty. Look at employment numbers, housing costs and shortages, cost of food and average wages earned.



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## The Values of Cesar Chavez

<b>Service to Others:</b>	Through empowerment, not charity
<b>Sacrifice:</b>	Placing others before yourself
<b>Preference:</b>	Helping those with the most need
<b>Determination:</b>	Never give up, "Si se puede"
<b>Non-Violence:</b>	A bold, pro-active way to change the world
<b>Respect for Life:</b>	Appreciation of the environment and all living creatures
<b>Celebrating Community:</b>	Working together
<b>Knowledge:</b>	A life-long learning process
<b>Innovation:</b>	Originality, creativity, imagination
<b>Tolerance:</b>	Respect for differing beliefs

## Vocabulary Words

<b>Individual Action:</b>	One person making a difference in their community through a behavior or act.
<b>Shelter:</b>	A place that one that is homeless receives food or a place to sleep.
<b>Poverty:</b>	A person that does not earn enough money for life necessities such as food, shelter and clothing. The government sets a poverty level for family and/or individual income.
<b>Income:</b>	The amount of money earned over a given period of time.
<b>Exploitation:</b>	Using others to your advantage and to their harm.
<b>Migrant Farm Worker:</b>	A farm worker that moves from place to place to find work.
<b>Protest:</b>	To say that you do not like something.
<b>Minimum Wage:</b>	The least amount of money that a person must be paid for an hour of work.
<b>Homeless:</b>	A person that does not have a place to sleep.
<b>Persuade:</b>	To get a person excited for your cause.

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# Student Booklet

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# Cesar Chavez

## and the Value of Service

1.



2.



3.



4.



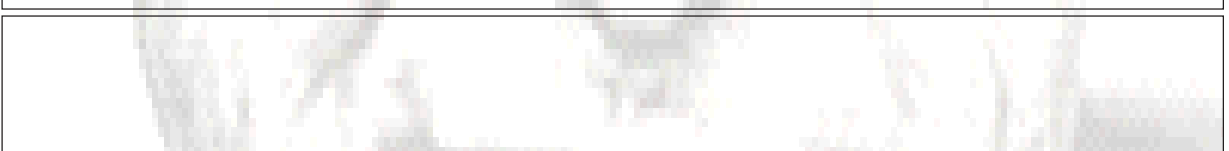
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6.



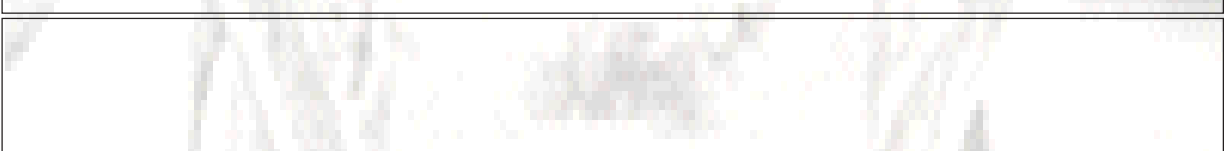
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8.



9.



10.



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## Cesar Chavez Biography

Cesar Estrada Chavez was born in an apartment above his father's grocery store near Yuma, Arizona on March 31, 1927. He was the second out of six children born to Librado and Juana Chavez.

Cesar began school at age 7, but found it difficult because his family only spoke Spanish at home. Learning English was not an easy task, and his teachers became angry whenever he spoke Spanish at school. Fortunately, Cesar was taught many things at home. His aunts and uncles would often read to him, while his mother taught him important lessons about service and sacrifice. She was a compassionate woman and taught her children to help the poor. Many times she would send Cesar and his brother out to bring less fortunate people home for dinner.

Cesar grew up during a difficult time. The whole country was suffering from the Great Depression, and it was difficult for people to find work. Although Cesar's father owned his own business, many of his customers were poor and could not afford to pay him for the food that they needed. Cesar's father felt bad for them and would let them have the food anyway. Eventually it became impossible for the Chavez family to pay their bills, and they were forced to sell the store.

The rest of Cesar's family wasn't doing very well either. Cesar's grandfather owned over 100 acres of farmland where he raised animals and grew crops. Unfortunately, there was not enough rain one year to make the crops grow. Once again, the family was unable to pay the bills and, in 1939, were forced to sell the family farm as well.

When Cesar was 10 years old, his family packed their belongings and headed to California in search of work. In California, the Chavez family became part of the migrant community, traveling from farm to farm to pick fruits and vegetables during the harvest. They lived in many different migrant camps and were often forced to sleep in their car because they could not afford housing. During this time, Cesar attended over thirty different schools, where he often faced great difficulties with teachers who didn't like the fact that he was Mexican-American and came from a migrant family.

Once Cesar completed the eighth grade, he quit school and began working full-time as a migrant worker to help support his family. He worked long hours under the hot sun without any water to drink. And although he worked very hard, he never made more than five thousand dollars in his whole life. In 1946, when Cesar was only seventeen years old, he joined the navy and served in the Western Pacific during World War II.

Two years later, Cesar returned to California, where he eventually married Helen Fabela in 1948. They soon moved to a place in the Central Valley. Once again, Cesar began to work in the fields, but this time he started to fight for change. Like Mahatma Gandhi and Dr. Martin Luther King, Jr., Cesar believed that the best way to fight a battle was through non-violent tactics such as strikes, boycotts, fasts, and marches. That same year, Cesar took part in his first strike to increase

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## Cesar Chavez Biography (cont.)

wages and improve working conditions for the migrant workers. The strike didn't last long. Within several days, the workers were defeated and forced back to the fields.

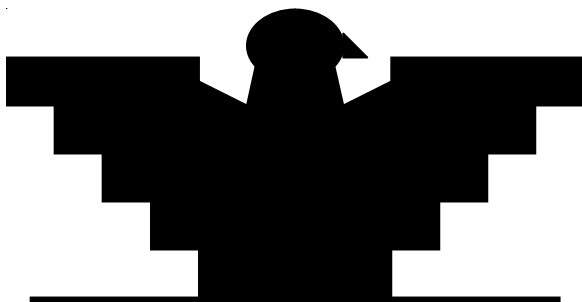
In 1952, Cesar was working in apricot orchards near San Jose and living in a community called "Sal Si Puedes" - "Get out if you can" - when he became involved with a group called the Community Service Organization (CSO). He soon began urging Mexican-Americans to register and vote. He learned that people have the power to vote for candidates who understand their problems and will help them do something about it. When people work together for a common cause, there's nothing they can't accomplish! As a result, Cesar began traveling throughout California and making speeches in support of workers' rights. In 1958, he became the director of the Community Service Organization.

Four years later, Cesar decided to form his own organization, which would focus on improving the lives of migrant workers. It was originally called the National Farm Workers Association (NFWA), but was later renamed the United Farm Workers (UFW). The UFW not only brought together Mexican-Americans, but for the first time, it united farm workers of all nationalities. In 1965, Cesar and the United Farm Workers led a strike of California grape-pickers to demand higher wages. In addition to the strike, they encouraged all Americans to boycott table grapes as a show of support. The strike and boycott lasted for five years and attracted national attention.

In 1968, Cesar began a 25-day fast to recommit himself and the migrant workers' cause to non-violence. Cesar's fast increased national awareness of the migrant workers' cause. Finally, in 1970, the United Farm Workers signed union contracts with most California grape growers. Through the union, Cesar was able to help the migrant workers receive fair wages, medical coverage, decent living conditions, as well as the respect that they deserve.

Although the migrant worker's situation had improved greatly, there were still many serious problems that needed to be addressed. One of the most dangerous was the use of pesticides on crops which were being picked by migrant workers. Many workers were becoming ill as a result of their contact with these poisons. In 1988, when Cesar was 61 years old, he began another fast which lasted for 36 days to protest the use of toxic pesticides on fruits and vegetables.

Cesar Chavez continued to work for better conditions for the migrant workers until he died in his sleep at the age of 66 on April 23, 1993. He touched so many lives that more than 30,000 people attended his funeral. Many thought that without Cesar, the union would not continue. But, they were wrong...his work does continue...



**Cesar Chavez**

## Cesar Chavez Motivates Me



1. \_\_\_\_\_



8. \_\_\_\_\_



7. \_\_\_\_\_



2. \_\_\_\_\_



9. \_\_\_\_\_



6. \_\_\_\_\_



3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_

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## Life Skills Log

### Directions:

Learning how to do things for yourself and others is important. Please fill in the weekly log of ways to help out at home and at school.

Week Of \_\_\_\_\_

### Things you are responsible for:

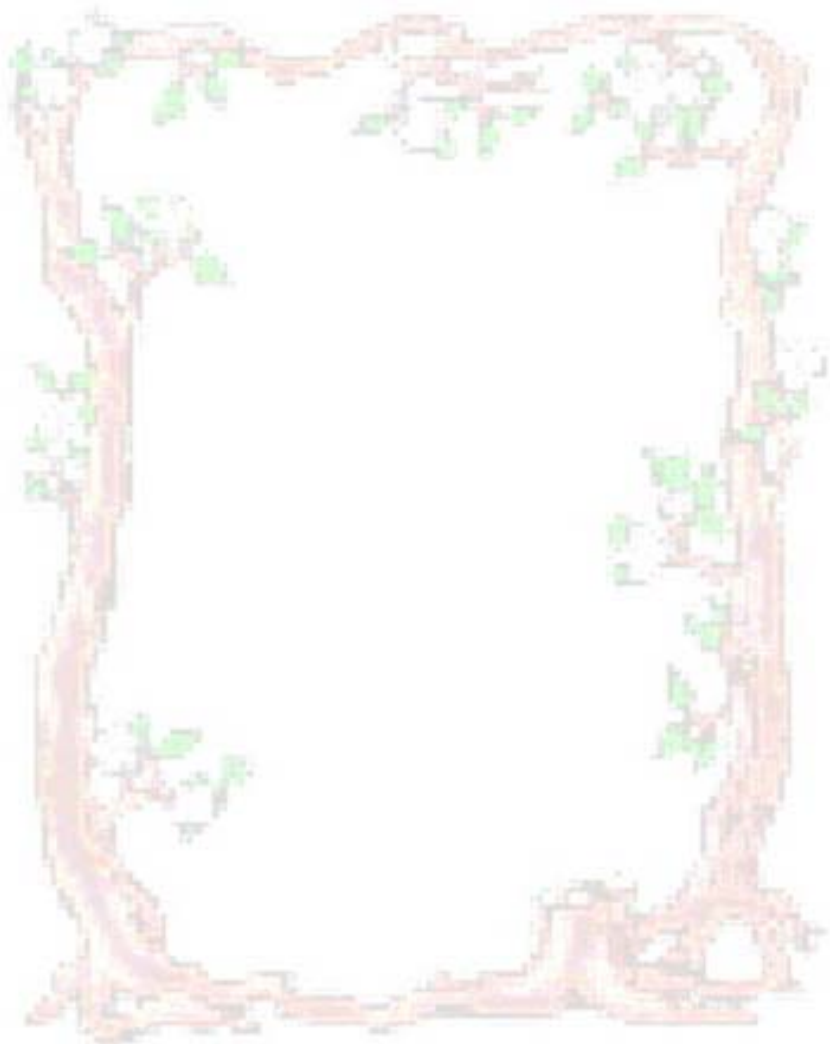
YES	NO	DATE	COMMENTS
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#### HOME

1. Clean your room
2. Take out the trash.
3. Wash & dry dishes.
4. Clear the table after a meal.
5. Help with shopping.
6. Take care of your brother/sister
7. Do the laundry.
8. Make your own breakfast/lunch
9. Do errands for a parent.
10. Other

#### SCHOOL

1. Pick trash off the floor.
2. Cleanup the school grounds.
3. Clean up your desk.
4. Hang up your coat/ book bag.
5. Help your teacher when asked.





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## **Join the HOPIN Club! (Helping Other People In Need)**

CREATE A HOPIN CLUB! Draw your membership card.

List Activities that the HOPIN Club can do.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



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## Birthday in a Box

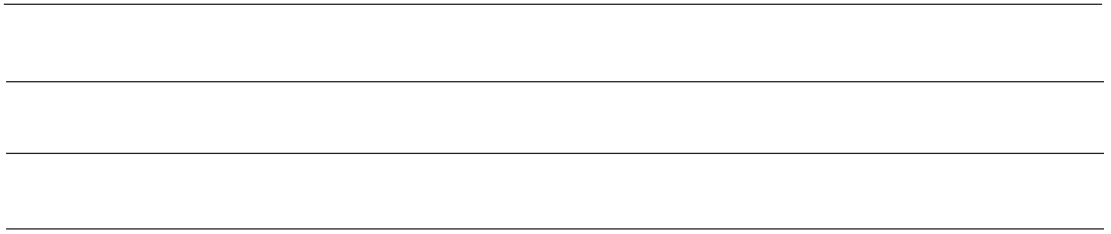
Background: Homeless children often do not have presents for their birthday. Help them celebrate by providing gifts in a box.

Directions:

- Write letters to corporations asking for donations (toys, food, educational Supplies, money)
- If money collected, go to stores to purchase items needed.
- Package item(s) for children.
- Present the birthday box.

What items would you like to see in your birthday box? Draw two or three of the items in the box below.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



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# Cesar Chavez

## and the Value of Service

1.

2.

3.

4.

5.

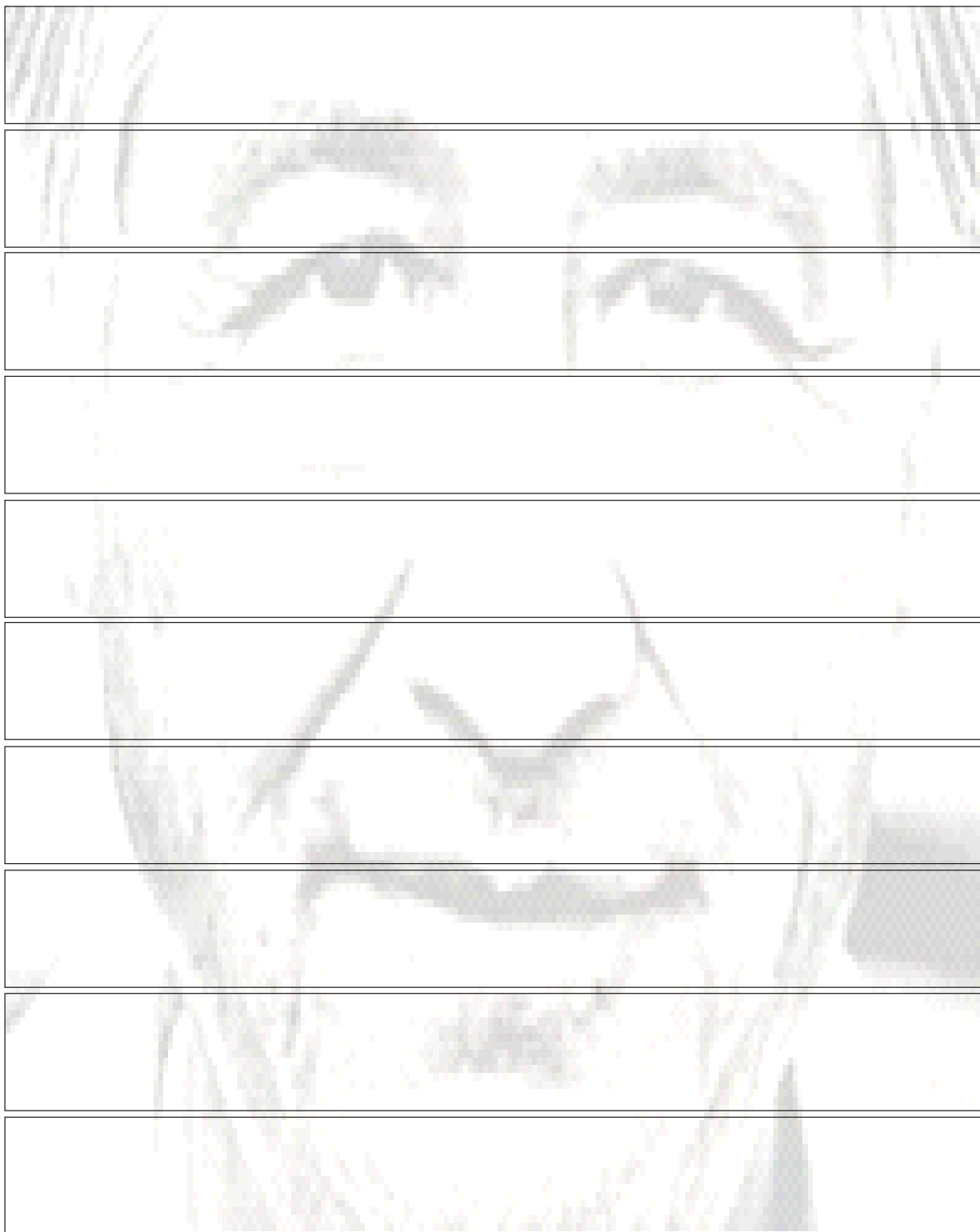
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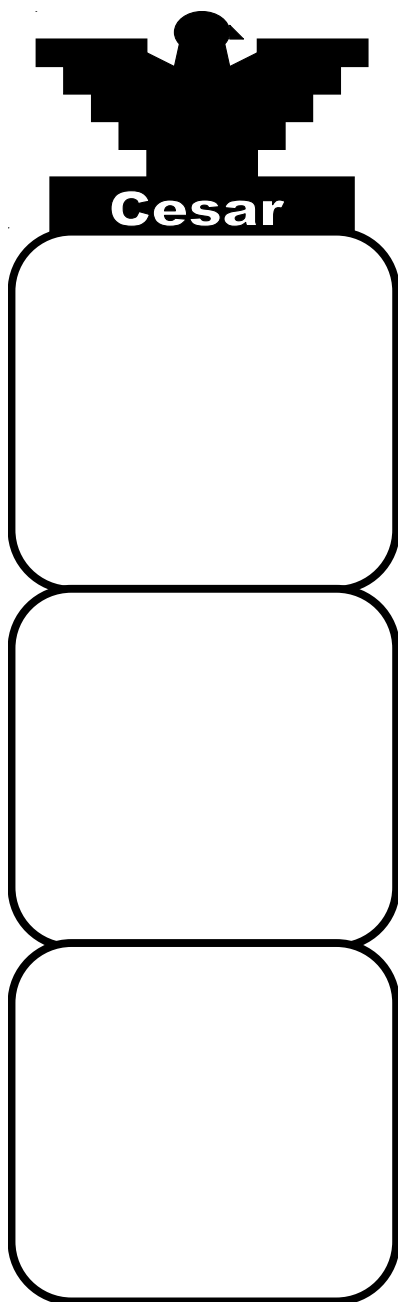


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[illegible]

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# Teacher Booklet



## Aztec Symbols

The same year that Cesar Chavez formed the United Farm Workers he asked his cousin, Manuel, to design a flag to represent the union. Manuel sketched a drawing of an eagle on a piece of brown wrapping paper, then squared off the wing edges so that the eagle would be easier for union members to draw. Cesar chose black and red for the colors and made reference to the flag by stating, "A symbol is an important thing. That is why we chose an Aztec eagle. It gives pride...When people see it, they know it means dignity."

The Aztecs were the most powerful group of people living in Mexico from 1325 AD to 1519.

The Aztecs had great respect for animals. They compared the way animals act to the way people act. If someone was strong, he or she was compared to an animal that was strong.

The eagle (*el águila*), the hummingbird (*el colibri*), the jaguar (*el jaguar*), the monkey (*el mono*), and the frog (*la rana*) were important symbols to the Aztecs. They believed that the eagle flew into the sky with presents for the sun in the morning and flew back down to earth every evening. The hummingbird and jaguar were the symbols of the warrior. The monkey, was the symbol of quickness and movement and often associated with the wind. The frog was associated with rain, and thus, the planting and growing of crops.

**Directions:** On the left totem pole, draw pictures which symbolize the life, work, and values of Cesar Chavez. On the right totem pole, draw pictures which symbolize your own life or another historical figure you have learned about recently. Be sure to use lots of color; there should be no white space when you are finished.



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## How to Write a Letter Asking for a Donation

Directions: Use the sample below as a guide to write your letter.

	Date
<input type="radio"/>	Your Name
	Your Address
	First Paragraph
<input type="radio"/>	<ul style="list-style-type: none"><li>• Who you are</li><li>• Purpose of the project</li><li>• What you are asking for</li></ul>
	Second Paragraph
	<ul style="list-style-type: none"><li>• Benefits donation will have on the community</li></ul>
	Closing Paragraph
<input type="radio"/>	<ul style="list-style-type: none"><li>• Thank You</li><li>• Share the Results</li></ul>
	Sincerely,
	Your Signature

Write your sample letter below:

---

# RESPECT

**Respect: (Definition)** willingness to show consideration or appreciation.

Respect in service is important. There are many different ways to show and give respect.  
Examples:

Respect for yourself:

- Taking pride in your appearance.
- Develop healthy habits.
- Proud of what you do. (homework, sports)

Respect for others:

- Calling someone by their name.
- Thanking someone for helping you.
- Caring what others think and feel.

Respect in service:

- Canned Food Drive- careful on canned food selection. No dented cans!
- Gleaning (picking a crop) - pick only crops that one can eat. Handle the crops with care as they are placed in a bin.
- Poster Creation- design a poster with care. Be careful of the message, wording and visual effect. Make sure that words are spelled correctly.

**Quick Write:** Students create an essay on how they show respect. Share with the class.

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## Linking Cesar Chavez Values to the Topic of Homelessness

**Purpose:** To learn how studying about Cesar Chavez and his values can assist in helping the homeless.

**Supplies:** Students use the linking Cesar Chavez values and services to help the homeless sheet. Blank sheet of paper for student to draw a picture to illustrate the value/service connection.

**Directions:** Students draw a line connecting each value on the left hand side of the page with a service on the right hand side of the page. After each value and service is connected, the students take one sheet a paper and select one value with the service connection. They draw a picture illustrating the value/service. The pictures are hung up on the classroom walls under each Cesar Chavez value.

### VALUES

- Service To Others
- Sacrifice
- Determination
- Knowledge
- Respect for Life
- Celebrating Community

### SERVICE

- Give part of your allowance to buy items for the homeless.
- Read new information about the homeless.
- Provide healthy food in “energy” packages.
- Invite homeless to Cesar Chavez celebration.
- Write to a corporation asking for donations.
- Prepare & share a meal at a soup kitchen.

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## **Cesar Chavez Reflection Activity**

Either after cleaning and folding the laundry or after the clothing packages are delivered to the homeless shelter, students may be assembled in small groups for a 15 minute reflection. The following is an outline of the discussion which should take place and some questions which should be asked of the students.

**I. Introducing Cesar Chavez and his values (5 min.)**

- ? Tell me about some of the significant events in Cesar Chavez's life?
- ? What are some of the values associated with Cesar Chavez?
- ? How did Cesar Chavez help the migrant workers?

**II. Individual Action (3-5 min.)**

- ? What other individual leaders in your community took action to help others?
- ? How can you take action in your community?

**III. Clothes for Kids ..... (5 min.)**

- ? What individuals did you write to for donations of clothing?
- ? How many schools participated in the clothing drive?
- ? Who delivered the clothing to the schools?
- ? Did you learn how to clean clothes at a Laundromat? Separate light and dark colors and non washable clothes?
- ? How was respect shown in the packaging of the clothing for the homeless?
- ? Who delivered the clothing to the homeless?

**IV. Helping people in our community (2-5 min.)**

Cesar Chavez was a man who desired to help those who were poor and struggling. And he used determination and cooperation to do this. He worked hard, and he worked together with his neighbors. If we take these same lessons from Cesar Chavez's life, we can work to help improve lives, too.

That's why we are participating in the "Clothes for Kids" project today... not only to get a better idea of Cesar Chavez but to perform individual action to help other people.

- ? Who knows how we might be helping people with what we are doing today?

Thank you for your hard work. You have done a good job and a service to others.

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# Super Service

This certificate is presented to

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In honor of all your hard work in the  
Cesar Chavez Day of Service & Learning Project  
on the date of \_\_\_\_\_,  
we would like to give you our thanks for your service  
to the people of our community.

Presented by

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Principal

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Teacher

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## Resources

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## Websites/Publications

### Cesar Chavez

[www.chavezfoundation.org](http://www.chavezfoundation.org)- Cesar E. Chavez Foundation  
[www.chavezday.ca.gov/history.html](http://www.chavezday.ca.gov/history.html)- GOSERV  
[www.incwell.com/Biographies/Chavez.html](http://www.incwell.com/Biographies/Chavez.html)- Spectrum Home & School Magazine  
[rims.k12ca.us/score\\_lessons/chavez-RMS](http://rims.k12ca.us/score_lessons/chavez-RMS)  
[www.paradigmproductions.org](http://www.paradigmproductions.org)- The Fight In The Fields classroom curriculum

### Migrant Workers

[Cfwr.tripod.com](http://Cfwr.tripod.com)-Center for Farm Worker's Rights  
[www.ufw.org](http://www.ufw.org)- Farm Workers Homepage  
[www.ncfh.org/](http://www.ncfh.org/)- National Center for Farm Worker Health

### Service and Volunteerism

[www.servenet.org/content/ysa/YSA.asp](http://www.servenet.org/content/ysa/YSA.asp)- Youth Serve America  
[www.servenet.org/content/about/index.asp](http://www.servenet.org/content/about/index.asp)- SERVENet  
[www.compact.org](http://www.compact.org)- Campus Compact  
[www.cips.org](http://www.cips.org)- American Institute for Public Service  
[www.aspira.org](http://www.aspira.org)- ASPIRA  
[www.ccc.ca.gov](http://www.ccc.ca.gov)- California Conservation Corps  
[www.closeup.org](http://www.closeup.org)- Close Up Foundation  
[www.dosomething.org-Do](http://www.dosomething.org-Do) Something  
[www.Impactonline.org](http://www.Impactonline.org)- Impact On Line  
[www.invcoll.pdx.edu/ichtm-Invisible](http://www.invcoll.pdx.edu/ichtm-Invisible) College  
[www.ncea.com-National](http://www.ncea.com-National) Community Education Association  
[www.nccusa.org-National](http://www.nccusa.org-National) Council of Churches  
[www.dropoutprevention.org-National](http://www.dropoutprevention.org-National) Drop Out Prevention Center  
[www.nsee.org-National](http://www.nsee.org-National) Society for Experiential Education  
[www.nascc.org-National](http://www.nascc.org-National) Association for Service and Conservation Corps  
[www.nwrel.org-Northwest](http://www.nwrel.org-Northwest) Regional Education Laboratory  
[www.unitedway.org](http://www.unitedway.org)- Orange County's United Way  
[www.volunteercenter.org](http://www.volunteercenter.org)- Volunteer Center Orange County  
[www.volunteercentersca.org-Volunteer](http://www.volunteercentersca.org-Volunteer) Centers of California

### Service Learning

[www.cns.gov/learn/index.html](http://www.cns.gov/learn/index.html)- The Corporation for National Service- Learn and Serve America  
[www.nicsl.coled.umn.edu/](http://www.nicsl.coled.umn.edu/)- The National Service Learning Clearinghouse  
[nylc.org/](http://nylc.org/)-National Youth Leadership Council  
[csf.colorado.edu/sl/index.html](http://csf.colorado.edu/sl/index.html)-Higher Education National Service Learning Clearinghouse  
[www.cde.ca.gov/cyfsbranch/lsp/cshome.htm-CalServe K-12](http://www.cde.ca.gov/cyfsbranch/lsp/cshome.htm-CalServe K-12) Service Learning Initiative  
[www.gse.berkeley.edu/research/slc/Service](http://www.gse.berkeley.edu/research/slc/Service) Learning.html- The UC Berkeley Service Learning Research and Development Center  
[www.crf-usa.org/-The](http://www.crf-usa.org/-The) Constitutional Rights Foundation  
[www.rmcdenver.com-RMC](http://www.rmcdenver.com-RMC) Research-Denver  
[www.yscal.org/-Youth](http://www.yscal.org/-Youth) Service California

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### **Volunteer Center Orange County**

Shaun Hirschl, Director, Youth Connection  
Amanda Heller, Director, Community Connection  
Sarah Perko, Coordinator, Youth Connection  
Joy Hoyer, Administrative Assistant



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## Project Response Form

Please let us know how your school or class is honoring Cesar Chavez and his role in California History by filling out the following information and faxing back to the Volunteer Center Orange County at **(714) 834-0585** or by mailing to **1901 East Fourth Street, Suite 100, Santa Ana, CA 92705**.

Name of School and District: \_\_\_\_\_

Name of Teacher: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone: \_\_\_\_\_

Grade: \_\_\_\_\_ # of Students: \_\_\_\_\_

Hours of Instruction Prior to Service: \_\_\_\_\_ after service \_\_\_\_\_ ?

Please rate your classes response to the Cesar Chavez Project:

1	2	3	4	5
Poor		Fair		Excellent

Please rate your response to the Cesar Chavez Project:

1	2	3	4	5
Poor		Fair		Excellent

Comments/Suggestions/Highlights:

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For project questions or personal assistance, please contact the Volunteer Center Orange County at [youth@volunteercenter.org](mailto:youth@volunteercenter.org).

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Governor's Office on Service and Volunteerism



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